

**Ashby Hastings Primary School**

**Relationships  
and Sex  
Education (RSE)  
Policy**



# Relationships and Sex Education (RSE) Policy

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# Section 1

## The Context of our Relationships and Sex Education Policy

### a) Our Shared Beliefs about RSE

We believe RSE is learning about emotional, social and physical aspects of growing up and about ourselves and our relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and off line. It should equip young people with information about the body, reproduction, sex, sexuality and sexual health. It will help young people to develop skills to keep themselves and others safer, both physically and emotionally. RSE will enable young people to explore their own attitudes and those of others respectfully.

### b) Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

**Children** are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content of their RSE programme.

**Adults working with children** are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

**Parents, carers and other adults in the community** are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum

- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

### **c) The Wider Agenda**

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

[Forthcoming statutory status of RSE and Health Education](#) Autumn 2020

[Sexual Health Enquiry – Health and Social Care Committee](#) Oct 2018

[Sexual Health Improvement Framework](#) 2013

[Transforming Children and young people’s Mental Health Provision](#) July 2018

[Keeping Children Safe in Education 2018](#) including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse.

[The link between pupil health and wellbeing and attainment 2014](#) Public Health England

This policy draws on and is informed by the following national and local documents:

[Sex and Relationships Education for the 21st Century](#) (Brook, PSHE Association, Sex Education Forum)

[Sex Education Forum Guidance & Resources](#) (Sex Education Forum)

[National Curriculum](#) (DfE 2014)

[Sex and Relationship Education Guidance](#) (DfEE 2000)

[Not Yet Good Enough \(Ofsted 2013\)](#) (report on PSHE)

[Programme of Study for PSHE Education](#) (PSHE Association)

[Young People, Relationships and Sex – The New Norms](#) (IPPR 2014)

[Health-Related Behaviour Survey](#) 2016 SHEU

[Shhh...No Talking – LGBTQ Inclusive RSE in the UK](#) 2016

[Digital Romance Report](#) December 2017

[‘It’s just everywhere’ Sexism in Schools](#) Report December 2017

[Sexting in schools and colleges: Responding to incidents and safeguarding young people](#)  
UKCISS

[International technical guidance on sexuality education](#) UNESCO

## Section 2

### Our Relationships and Sex Education Policy

#### a) Introduction

Our work in RSE is set in the wider context of our school values and ethos:

- *We promote a healthy, safe and caring environment for all pupils and staff.*
- *We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.*
- *We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.*
- *We prepare our pupils to confidently engage with the challenges of adult life.*
- *We provide sufficient information and support to enable our pupils to make safe choices.*
- *Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.*
- *We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.*
- *We create a wider awareness of religious and moral values within a framework that includes societal and British values and respect for other races, religions and ways of life.*

Other school policies are relevant to our provision of RSE: PSHE and Citizenship, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality, Staff Health and Wellbeing, Healthy Schools.

This RSE Policy will be made available to staff in the Symphony Learning Trust in their policy folders/ on the school network/ on the School's website.

This policy is consistent with current national legislation (Education Act 2002, Academies Act 2010, Equalities Act). It takes account of the proposed changes to [RSE and Health Education](#) which will become statutory in Sept 2020 as described in the [Children and Social Work Bill 2017](#). It is also consistent with current national guidance '[Sex and Relationship Education Guidance](#)' (DfEE 2000) and '[Sex and Relationships Education for the 21<sup>st</sup> Century](#)'.

We are engaged in the following areas of work, which support this policy and the delivery of effective RSE: Social and Emotional Aspects of Learning (SEAL) Programme, continuing work within the Primary Personal Development Programme, developing as a health promoting school, Route 2 Resilience and/or P4C and/or Protective Behaviours.

Our RSE policy is the responsibility of the governing body for each trust school and has been developed through discussion with staff/ by a working party representing staff within the trust, parents and governors/ by the PSHE/RSE Co-ordinator with the support of the PSHE governor/ Executive Head/ Head Teacher/Head of School and reviewed by staff. It was discussed and ratified by the school governors on 05/02/2020

Our Policy also reflects recommendations from [OfSTED](#) and the [Sex Education Forum](#).

We believe that provision of high quality RSE supports us in fulfilling other statutory duties:

- Education and Inspection Act 2006 describes our duty to promote pupil wellbeing
- Keeping Children Safe in Education sets out our responsibilities for safeguarding and the requirement to be alert to signs of female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse, including sexual abuse and sexual harassment.
- The Equality Act 2010 describes our duty to ensure that teaching is inclusive for all students.

## **b) Our Aims for RSE**

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- *develop interpersonal and communication skills*
- *develop positive values and a moral framework that will guide their decisions and behaviour*
- *develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children*
- *respect themselves and others, their views, backgrounds, cultures and experiences*
- *develop loving, caring relationships based on mutual respect*
- *name the parts of the body confidently and communicate with trusted adults to keep themselves safe*
- *understand the process of human reproduction*
- *encourage, recognise and understand the reasons for and benefits of healthy and respectful relationships*
- *be prepared for puberty and the emotional and physical effects of body changes*
- *understand the attitudes and skills needed to maintain their physical and mental health*
- *recognise and avoid exploitative relationships*
- *have opportunities throughout their schooling to address RSE in an age-appropriate way*
- *value, care for and respect their bodies*
- *access additional advice and support.*

## **c) Delivering our RSE curriculum**

Our RSE Curriculum (see appendix A) is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on non-statutory guidance from the PSHE Association (2013). By September 2020, we expect that our RSE programme will be covered by the new statutory status of RSE and Health Education. We will review our curriculum, as the guidance on statutory RSE is announced.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive

curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in different ways:

For example -

- PSHE through designated lessons, circle time, focused events, health weeks/days
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities may include our assembly programme, SEAL programme, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school, through Route 2 Resilience work and via the School Council.

We will ensure there are positive educational reasons for each method of delivery.

#### **d) Responsibilities for Curriculum Delivery and Policy Implementation**

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by class teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE/RSE Co-ordinator.
- The PSHE/RSE Co-ordinator is responsible for reviewing and evaluating RSE at our school. The PSHE/RSE Co-ordinator will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE/RSE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE/RSE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the PSHE/RSE Co-ordinator/ Head of School/ Staff.

#### **e) Teaching Methodologies**

**Ground Rules:** RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules or a Working Together Agreement will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Example of a Working Together Agreement:

- To be kind to each other;
- To listen to each other;
- To respect our rights to share different views;
- To take care with information we share about ourselves;
- To remember that we can always ask about things in private with an adult in school, but the adult may have to share information if they are worried about our safety;
- Not to ask personal questions.

**Answering Questions:** We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will encourage any questions beyond the planned curriculum, to be discussed with an adult at home. Question Boxes may be used to allow children to ask questions anonymously if preferred.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection in line with the school Safeguarding and Child Protection policy.

**Distancing Techniques:** In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we may use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

## **f) Inclusion**

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, vulnerability, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.

- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability (including safeguarding)
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

### **g) Resources**

We will use appropriate schemes for each Symphony Learning Trust school and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

### **h) Use of visitors to support RSE**

We believe that RSE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.

- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in liaison with the PSHE/RSE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE/RSE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

## **i) Confidentiality**

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This Policy is communicated to parents/carers on the Symphony Learning Trust website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

### **1) Safeguarding and Child Protection**

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

### **2) Sexually Active Pupils**

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

## **j) Staff Training**

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice.

## **k) Role of Governors**

This Policy describes the governors' views on how RSE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RSE Policy considers the views of the parents and the community. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the RSE Policy will be reviewed as required on the agenda of a governors' meeting.

## **l) Pupil Participation**

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

- a. *We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities*
- b. *We will encourage children to ask questions as they arise by providing anonymous question boxes.*
- c. *We will ask children to reflect on their learning and set goals for future learning.*
- d. *We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.*

## **m) Working with Parents/Carers and our School Community**

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- a. Informing parents and carers about the RSE programme within each Symphony Learning Trust school
- b. Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed if appropriate
- c. Encouraging parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this Policy on request. It will be available on the school and Trust website and in the school Office.

Parents and carers currently have the right to withdraw their children only from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science (see Appendix A). The school will make alternative arrangements for children whose parents or carers withdraw them, which will include supporting parents in finding ways to deliver the content at home.

Any parent or carer who wishes to withdraw their child from non-statutory elements of RSE should, in the first instance, contact the Head of School to discuss this further. Appendix B will be used to guide the discussion to explain clearly which areas of RSE are currently statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RSE to develop their understanding the learning objectives and approaches taken. Parents or carers will be asked to reconfirm their decision in writing to withdraw as appropriate and a record of any child's withdrawal will be kept.

## **n) Monitoring, Evaluating and Reviewing our RSE Policy**

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the Head of School/Executive Head, appropriate co-ordinators and parents to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for RSE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our children.

The Policy will be formally reviewed every three years. The next review will take place in Sept 2023.

## Appendix A – Ashby Hastings Primary School

### Relationships and Health Education Curriculum

***Bold specifics – any writing in bold is non- statutory within the RSE curriculum.***

Year Group	Relationships and Health Specifics taught (Cambridgeshire Scheme)	Example Vocabulary	Science Specifics taught -
<b>EYFS</b>	<p>Family and special people (including different family units)</p> <p>Emotions</p> <p>Similarities, differences and diversity</p> <p>Valuing the body – looking after it and keeping it clean</p>	<p>penis</p> <p>vagina</p> <p>bottom</p> <p>nipple</p>	<p><u>In Understanding The World</u></p> <p>Children develop an understanding of growth, decay and changes over time.</p> <p>Children look closely at similarities, differences, patterns and change.</p> <p>Children make observations of animals and plants, and explain why some things occur and talk about changes.</p> <p><u>In Physical Development, Health and Self-Care</u></p> <p>Children observe the effects of activity on their bodies.</p> <p>Children eat a healthy range of foodstuffs and understand that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet and can talk about ways to keep healthy and safe.</p>

			<p><u>In PSED – Making Relationships</u></p> <p>Children can demonstrate friendly behaviour, initiate conversations and forming good relationships with peers and familiar adults.</p> <p>Children can show sensitivity to others’ needs and feelings and form positive relationships with adults and other children.</p>
<b>Year 1</b>	<p>Beginning and belonging – home and school</p> <p>My Emotions</p> <p>Diversity and communities</p> <p>What can my amazing body do?</p> <p>How can I stay healthy?</p>	<p>penis</p> <p>vagina</p> <p>bottom</p> <p>nipple</p>	<p>Children should be taught to - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><i>Non-statutory guidance - Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i></p>
<b>Year 2</b>	<p>Family and friends -</p> <p>Anti-bullying</p> <p>Drug education – learning about medicine, injections and keeping safe</p> <p>Personal safety – trust, what to do if you're worried, identifying private body parts and saying NO to unwanted touch</p> <p>How do babies grow and change – what's growing in that bump?</p> <p>Stable and caring relationships</p>	<p>penis</p> <p>vagina</p> <p>bottom</p> <p>nipple</p>	<p>Children should be taught to - notice that animals, including humans, have offspring which grow into adults.</p> <p>Pupils should also be taught to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>

	Managing change		<i>Non-statutory guidance – Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i>
<b>Year 3</b>	<p>Beginning and belonging – building relationships in school</p> <p>My Emotions – valuing yourself, managing emotions and caring for other people's feelings</p> <p>Managing safety and Risk – making decisions in risky situations</p> <p>Digital Lifestyle – making healthy and safe decisions</p> <p>The difference between male and female bodies</p> <p>Healthy lifestyles – diet, exercise, mental health, teeth</p>	As previous years breasts	<p>Pupils should be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Pupils should also be taught to identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><i>Non-statutory guidance - Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</i></p>
<b>Year 4</b>	<p>Family and Friends – healthy relationships on and offline, trust and empathy</p> <p>Anti – Bullying</p> <p>Medical and legal drugs</p>	As previous year	Pupils should be taught to describe the simple functions of the basic parts of the digestive system in humans and to identify the different types of teeth in humans and their simple functions

	<p>Personal safety – contact, secrets, early warning signs if I don't feel safe</p> <p>Online contact and conduct</p> <p>Responsibilities and secure relationships</p> <p>Changes – what has happened in the past/future, loss of a pet or a loved one</p> <p>How did I begin? – lifecycle of a human, seed and egg</p>		<p><i>Non-statutory guidance - Pupils should be introduced to the main body parts associated with the digestive system eg mouth, tongue, teeth, oesophagus, stomach and small intestine and explore questions that help them to understand their special functions</i></p>
<b>Year 5</b>	<p>Beginning and belonging – valuing and welcoming others, seeking support</p> <p>Mental wellbeing</p> <p>Managing Safety and Risk</p> <p>Puberty -To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. Talk about the body confidently and appropriately, personal hygiene</p> <p>Healthy Lifestyles</p>	<p>Penis</p> <p>Testicles</p> <p>Vagina</p> <p>Vulva</p> <p>Menstruation and vocabulary related to puberty eg pubic area</p>	<p>Pupils should be taught to describe the differences in life cycles of a mammal, an amphibian, an insect and a bird and describe the life processes of reproduction in some plants and animals.</p> <p>Pupils should also be taught to describe the changes as humans develop to old age.</p> <p><i>Non-statutory – Pupils should find out about different types of reproductions including sexual and asexual reproduction in plants and sexual reproduction in animals.</i></p> <p><i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</i></p> <p><i>Pupils could work scientifically by researching gestation periods of other animals and comparing them with humans.</i></p>

## Relationships, Sex and Health Education Curriculum

Year Group	RSE Specifics taught	Vocabulary	Science Specifics taught
<p><b>Year 6</b></p>	<p><b>Sexual reproduction</b></p> <p>To know about the facts of the human lifecycle, <b>including sexual intercourse.</b></p> <p>Healthy friendships and relationships on and offline</p> <p>Anti-bullying – prejudice, technology and social media</p> <p>Drugs - medicines, alcohol, smoking, solvents and illegal drugs and why people use them</p> <p>Appropriate and inappropriate contact / touch</p> <p>Changes</p>	<p>All vocabulary related to male and female external and internal reproductive organs</p> <p>Vocabulary related to sexual reproduction eg erection, ejaculation,</p>	<p>Pupils should be taught to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood and to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Pupils should also be taught to – recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p><i>Non-statutory guidance - Pupils should be introduced to the idea that characteristics are passed from parents to their offspring. <b>Note: At this stage, pupils are not expected to understand how genes and chromosomes work.</b></i></p> <p><i>They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments and lead to evolutionary change. Pupils might find out about Charles Darwin's work on evolution.</i></p>

## **Appendix B**

1 [Statutory Guidance on Relationships and Health Education for Primary Schools](#)